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ABSTRACT

This book provides a critical introduction to current issues and major research findings related to race, ethnicity, and education following the educational reforms of the 1980s in the United Kingdom. In the general introduction, the key concepts are explored, and the City Road School, the multi-ethnic inner-city school which is the subject of this book, is described. The first part of the book focuses on the experiences of Afro-Caribbean and Asian pupils in schools dominated by the perspectives of white teachers. Emphasis is placed on the teachers' expectations concerning discipline, ability, and attitude. Responses of students are discussed using a variety of data including interview material and classroom observation. The second part of the book centers on areas of particular interest, such as equality of opportunity, academic achievement, language use, and changes in curriculum content and educational practices. Possible consequences of the British National Curriculum are reviewed. Ten tables and one figure present study findings. (SLD)

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